

DOCUMENT RESUME

ED 156 012

BE 010 127

TITLE Grand Valley Graduates Rate College Services.
 INSTITUTION Grand Valley State Colleges, Allendale, Mich. Office
 of Institutional Analysis.
 PUB DATE Jan 75
 NOTE 41p.
 EDRS PRICE MF-\$0.83 HC-\$2.06 Plus Postage.
 DESCRIPTORS *Ancillary Services; *Cluster Colleges; *College
 Graduates; College Housing; Counseling Services; Day
 Care Services; Food Service; *Graduate Surveys;
 Health Services; Higher Education; Institutional
 Research; Instruction; Library Services; Police;
 Questionnaires; Recordkeeping; Research Projects;
 School Orientation; School Registration; *State
 Colleges; Student Financial Aid; *Student Personnel
 Services; Student Placement
 IDENTIFIERS *Grand Valley State Colleges MI; Institutional
 Evaluation

ABSTRACT

A survey of students graduated from Grand Valley State Colleges (GVSC) in the spring of 1974 was conducted to determine students' reactions to various offices and processes such as registration and counseling. Students were asked to rate 19 offices and services on an "excellent" to "poor" scale, to indicate if they had had no contact with the service, and to make individual comments to each service area. The analysis shows that GVSC earned high marks in the area of instruction, library, campus police, health service and financial aids, and its special services such as day-care, bookstore, campus ministry and veteran's affairs. The food service earned lowest marks, but comments by the former students indicated that they were aware of corrective efforts being undertaken by the Colleges. Comments by the students indicate that problems do exist in the areas of records, counseling, placement, academic advising, housing, orientation and registration. (Author/SPG)

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Grand Valley Graduates Rate College Services

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Office of Institutional Research

January 1975

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Four hundred and seventy-one students graduated from Grand Valley State Colleges in the spring of 1974. In an effort to better appreciate the students' perception of the various services provided by Grand Valley, the Office of Institutional Research in cooperation with the Records Office, conducted a survey of graduates. A questionnaire covering students' reactions to various offices and processes such as registration, counseling, etc., was mailed to each graduate with their diploma and transcript. About 95% of the graduates received a questionnaire. Some were not mailed due to the fact that a few diplomas were held up until all records were completed (missing grades, incompletes, etc.). Although questionnaires were mailed to graduates of all the colleges with graduating seniors, so few returned from TJC and WJC, that we decided against reporting our results by college. Perhaps future efforts will be more successful in this regard.

The impetus for this study came from two sources. First the counseling center regularly conducts an exit interview with students withdrawing from Grand Valley which asks students to rate how well services and programs such as financial aids, placement, counseling etc., have met their needs. Since students who withdraw represent a very small proportion of our student population, and since the conditions under which they withdraw may color their perceptions markedly, we felt that it would be advisable to obtain similar information from another sample of students. When the Records Office approached us about the possibility of combining the mailing of diplomas with a questionnaire, it seemed an opportune time to reach students who have had the greatest contact with Grand Valley, our graduates.

Grand Valley Graduates Rate College Services

Highlights of Findings

In the summer of 1974, the spring graduates of the Grand Valley State Colleges participated in a survey-by-mail conducted by the Office of Institutional Research. Students were asked to rate 19 offices and services on an excellent to poor scale; to indicate if they had had no contact with the service; and to make individual comments to each service area. The analysis which follows shows that Grand Valley earned high marks in the areas of instruction, library, campus police, health service and financial aids, and in its special services such as day care, bookstore, campus ministry and veteran's affairs. The food service earned lowest marks, but comments by the former students indicated that they were aware of corrective efforts being undertaken by the Colleges. While mean scores were not excessively low, comments by the students indicate that problems do exist in the areas of records, counseling, placement, academic advising, housing, orientation and registration. Please review the details of the report for students' concerns in these areas.

The questionnaire covers nineteen services and processes in which the students might become involved (see attachments). Examples include academic advising, instruction, campus ministry, veteran's affairs, career counseling, food service and so on. The questionnaire provides for one of four possible responses. An excellent rating signified that the respondent had no reservations about the service, while ratings of good, fair, or poor indicated a few, several, or many reservations, respectively. Those who had no contact with the service so indicated on the form.

All of the offices and deans have reviewed the results pertaining to their unit earlier. This report is intended to be a compilation of all the data. Between the initial distribution and this report, we did change the base on which the percentages were computed. The "no contact" responses were separated from the rest. For further details on how the analysis was done, see the description of the analysis below.

Before embarking on the survey, we speculated that the length of matriculation at Grand Valley might influence a student's perception of those items being rated. Therefore, the results were tabulated into two groups based upon the number of credit hours earned at GVSC--high contact, or those with 125 credit hours or more, and low contact, those with less than 125 hours. High contact students earned an average of 180 credits, the equivalent of four full years, and low contact averaged a shade over 90 credits, two full years. Questionnaires were returned from 127 students (78 high contact and 49 low contact).

Data Analysis

Percentages. Our first step was to compute the percentage of respondents who reported having "no contact" with the service or process. This

percentage appears in the furthest right hand column of the table on the following page. There is quite a variety in these percentages. On the high side, 92% of the high contact students and 72% of the low contact students said they had had no contact with veteran's affairs. Similarly, high percentages were found for the day care center--92% reported "no contact." On the low side, 2% of the students (all from the low contact, i.e., fewer credit hours, group) indicated "no contact" with the library, academic advising, and instruction. While it is difficult to understand how students could graduate without any contact with instructors, and these percentages could in fact be errors, it may be possible that some students skip their classes, earn credit through exams, or through various other means (self-instruction) avoid class attendance. Similarly, we learned that students do deliberately register late to avoid mass registration.

Next, those respondents indicating "no contact" were separated from the rest of the respondents, and percentages indicating excellent, good, fair and poor were calculated on the resulting sample for both high and low contact student groups. These percentages appear for each service or office on the first table. Using this method, several services received no "poor" ratings from either high or low contact students. They were instruction, campus ministry, veteran's affairs, the library and the day care center. The single largest percentage of excellent ratings went to the day care center. There do appear to be differences in the way high and low contact students respond to the items. Because of the varying sample size for these two groups of students, it is difficult to determine exactly how meaningful these trends are in this table. A statistical test of the differences was employed and will be discussed later.

Percent of Respondents Excluding No Contacts					Total Respondents	
	% Excellent - No Reservations	% Good - A Few Reservations	% Fair - Several Reservations	% Poor - Many Reservations	% No Contact	Total N
1. Academic Advising Group A* (N = 73)	19%	36%	26%	19%	6%	78
Group B** (N = 45)	22%	38%	33%	7%	2%	46
2. Instruction Group A (N = 76)	26%	61%	13%	--	3%	78
Group B (N = 45)	22%	67%	11%	--	2%	46
3. Campus Ministry Group A (N = 18)	61%	22%	17%	--	76%	78
Group B (N = 4)	50%	50%	--	--	89%	46
4. Veterans' Affairs Group A (N = 5)	40%	20%	40%	--	92%	78
Group B (N = 11)	36%	55%	9%	--	72%	45
5. Career Counseling Group A (N = 41)	7%	39%	32%	22%	47%	78
Group B (N = 21)	10%	24%	38%	29%	55%	47
6. Food Service Group A (N = 71)	1%	38%	38%	23%	9%	78
Group B (N = 34)	--	29%	35%	35%	27%	47
7. Financial Aid Group A (N = 58)	50%	26%	12%	12%	24%	77
Group B (N = 28)	43%	25%	21%	11%	36%	45

*Group A = 125 or more GVSC Credit Hours; **Group B = Less than 125 GVSC Credit Hours. Total Respondents equal 127.

Percent of Respondents Excluding No Contacts					Total Respondents	
	% Excellent - No Reservations	% Good - A Few Reservations	% Fair - Several Reservations	% Poor - Many Reservations	% No Contact	Total N
8. Health Services						
Group A (N = 58)	28%	52%	14%	7%	25%	78
Group B (N = 21)	48%	48%	5%	--	55%	47
9. Placement						
Group A (N = 57)	16%	39%	28%	18%	27%	78
Group B (N = 31)	32%	23%	26%	19%	32%	46
10. Library						
Group A (N = 78)	41%	47%	12%	--	--	78
Group B (N = 46)	65%	28%	7%	--	2%	47
11. Bookstore						
Group A (N = 77)	23%	52%	13%	12%	--	77
Group B (N = 46)	35%	46%	15%	4%	2%	47
12. Day Care Center						
Group A (N = 4)	100%	--	--	--	92%	77
Group B (N = 2)	50%	50%	--	--	92%	45
13. Counseling Center						
Group A (N = 40)	18%	33%	23%	28%	46%	76
Group B (N = 18)	22%	50%	22%	6%	62%	47
14. Housing						
Group A (N = 32)	3%	63%	28%	6%	57%	77
Group B (N = 10)	--	50%	--	50%	79%	47

Percent of Respondents Excluding No Contacts					Total Respondents	
	% Excellent - No Reservations	% Good - A Few Reservations	% Fair - Several Reservations	% Poor - Many Reservations	% No Contact	Total N
15. Records Office						
Group A (N = 78)	13%	41%	33%	13%	1%	79
Group B (N = 46)	17%	57%	20%	6%	2%	47
16. Orientation						
Group A (N = 69)	19%	46%	22%	13%	9%	76
Group B (N = 38)	18%	50%	24%	8%	17%	46
17. Registration						
Group A (N = 77)	13%	55%	20%	13%	1%	78
Group B (N = 45)	29%	42%	20%	9%	4%	47
18. Student Activities						
Group A (N = 68)	6%	57%	29%	7%	11%	77
Group B (N = 24)	25%	58%	8%	8%	47%	46
19. Campus Police						
Group A (N = 65)	26%	55%	14%	5%	17%	78
Group B (N = 26)	35%	50%	8%	8%	43%	46

Mean Scores. Our next step in evaluating the data consisted of assigning a numerical value to each of the response categories (excellent = 4, good = 3, fair = 2, and poor = 1) so that a high score corresponds to a high rating. Now mean scores can be computed and compared. Mean scores were computed for the high and low contact groups and the entire sample. The mean scores for the high and low contact groups for each program or service and for the combined services can be seen in the second table. For the total sample, we computed a mean, standard error of the mean and confidence limits. These also appear in the second table. The confidence limit tells us the range within which the sample means for each program or service, and for the combined services, are likely to fall 95% of the time.

The combined services mean was high. If one considered these means to be similar to grade point averages with 4.00 equal to an "A", then GVSC could be viewed as receiving a high "B" for its programs and services as rated by graduates. Eight of the 19 programs and services received total group mean ratings greater than 3.00. The highest rating went to the day care center; the lowest to food service. The confidence limits are fairly narrow by and large. They range from a spread as low as .10 to a difference of .78. None of the ranges differ as much as one point (one grade point).

It is easier to make comparisons across means when they are displayed graphically. Therefore, we plotted the data from the second table. It appears on the page following following the second table. Bars indicate the means for the high and low contact groups. Dots represent the means for the high and low contact groups combined. Each office or service and the combined services are depicted.

	Group A* Mean (N = 78)	Group B** Mean (N = 49)	Total Group (N = 127)		
			Mean	Standard Error of Mean	Confidence Limits (95%)
1. Academic Advising	2.55	2.76	2.63	.088	2.806 : 2.454
2. Instruction	3.13	3.11	3.12	.120	3.358 : 2.882
3. Campus Ministry	3.44	3.50	3.45	.162	3.787 : 3.113
4. Veterans' Affairs	3.00	3.27	3.19	.183	3.580 : 2.800
5. Career Counseling	2.32	2.14	2.26	.117	2.492 : 2.028
6. Food Service	2.18	1.94	2.10	.080	2.258 : 1.942
7. Financial Aid	3.14	3.00	3.09	.114	3.318 : 2.862
8. Health Service	3.00	3.43	3.11	.092	3.294 : 2.926
9. Placement	2.53	2.68	2.58	.108	2.796 : 2.364
10. Library	3.29	3.50	3.37	.073	3.515 : 3.225
11. Bookstore	2.87	3.11	2.96	.080	3.038 : 2.882
12. Day Care Center	4.00	3.50	3.83	.179	4.000 : 3.370
13. Counseling Center	2.40	2.89	2.55	.135	2.823 : 2.277
14. Housing	2.63	2.00	2.48	.122	2.727 : 2.233
15. Records	2.54	2.85	2.65	.078	2.804 : 2.496
16. Orientation	2.71	2.79	2.74	.085	2.910 : 2.570
17. Registration	2.68	2.91	2.76	.081	2.920 : 2.600
18. Student Activities	2.62	3.00	2.72	.078	2.876 : 2.564
19. Campus Police	3.03	3.12	3.05	.085	3.220 : 2.880
20. All Services	2.77	2.90	2.81	.025	2.860 : 2.760

*Group A = 125 or more GVSC Credit Hours; **Group B = Less than 125 GVSC Credit Hours.

Free Response Comments

In addition to their numerical ratings, students were asked to comment about each service and/or process if they so desired. The detailed responses of students with only persons' names deleted are provided in the attachments along with any comments which a particular office cared to make about the data.

High versus Low Contact Students

As hypothesized, we found that high and low contact students were responding differently. So we decided to explore the differences between high and low contact students more fully.

First, from the first table, it can be seen that the longer a student is in residence at GVSC, the more likely he or she is to have come in contact with the given process or office being rated. On 13 of the 19 areas rated, larger percentages of the low contact group reported having had "no contact" with the program or office.

Second, note on the second table, that there is a trend towards higher ratings by the students who have been here the least long. On 13 of the 19 areas rated, the mean for the low contact students is higher than the mean of high contact students. This suggests that students who have been at other schools (all of the low contact students would have to be transfer students, whereas only some of the high contact students are transfer students) and have some basis for comparison, are more generous with their ratings.

While 13 of 19 means being higher is impressive, we decided to determine how many mean differences between the high and low contact groups were

actually statistically significantly different. Statistical significance takes into account differing variability and sample size. Significant mean differences (using a "t-test") between the high and low contact groups were found for health service, housing, records and student activities. Three of the four significant differences were in the direction of low contact students awarding higher ratings than high contact students. Only in the case of housing, was the reverse found to be true. However, the mean difference test between low and high contact students for the combined services was also found to be significantly different (at the five percent level). For the combined services, low contact students definitely do tend to rate services more favorably.

Review of Results by Service Category

A review of the results for each area covered by the questionnaire follows. Each brief summary relies on the three sources of information described above--students' comments; percentages in the response categories; and mean scores.

1. Academic Advising

There were a variety of responses to academic advising, aptly summed up by the student comment "Quality varies with advisors." Although those favorably impressed with the academic advising system comprise 56.7%, the numbers who found fault with the present system reflect some problems in this area. When one takes into consideration that these are the views of those who were to some extent successful in making out an academic schedule, one must wonder if this might not be a major trouble spot for those who don't continue in college.

Student comments question the practicality of having the college faculty do all the advising along with their other duties. The most disturbing

remarks are those which in effect say that the advisors do not have a grasp of the requirements.

2. Instruction

Instruction fared much better with the students, as it received a 3.1 rating, which was .35 above the GVSC average. There was no difference between the low and high contact students.

3. Campus Ministry

Campus ministry received very high marks from those who responded in this area. Fifty-nine per cent rated the ministry as excellent. The sample was much smaller than the areas previously reviewed, as 72% reported having no contact with the program. The ministry did have four times more response from the high contact graduates than lower contact grads--i.e., those who had been around longer were more likely to have had contact with the program.

4. Veteran's Affairs

Veteran's affairs was another area that had a very small number of contact respondents. With a mean of 3.2, and approximately 81% satisfied with its operation, the program must be judged a success in students' eyes. Low contact students, as compared with those who had been around longer, rated the service slightly higher and had availed themselves of it at a greater rate. Future growth in the numbers of students served by this program is uncertain due to the end of military conscription.

5. Career Counseling

Career counseling came in second to the bottom in student ratings of GVSC programs. The overall mean for this service is 2.3, which is substantially below the GVSC mean. A favorable comment was made about the Career Conference. It was viewed as very helpful.

6. Food Service

The area that received the most student criticism was the food service. With a mean of 2.1, it ranked lowest among all the services. It must be noted that there has been a change from ARA to SAGA food service, and so much of the data may be out of date. It was impossible to separate the two services for this survey. Follow-up work might be in order to assess the impact of SAGA after they have had more exposure.

7. Financial Aids

Financial Aids was well received with a 3.1 rating, with about two-thirds of the graduates indicating contact with this process. Student comments deal with areas that for the most part are effectively outside the control of GVSC--mainly the PCS forms and the determination of financial need. The most favorable comment was, "Considering how understaffed they are--fantastic! (I know--I worked there.)"

8. Health Service

The health service had a slightly better than average rating at 3.1. The most frequent request was for additional hours of doctor availability, especially during the summer and evening hours.

9. Placement

Placement services also were an area that caused some student frustrations as 45.5% gave fair or poor ratings. The two main trouble spots centered on the content of the forms and the unavailability of their records for personal inspection.

10. Library

The library was the area that garnered the most favorable responses, with 90.3% favorable, and 100% response. Very complimentary comments about the facilities and staff predominated. The most frequent complaint was

about books missing, presumably lost to student theft. The most interesting student comment in this vein was, "Should be better security. I myself have taken books out without checking out."

11. Bookstore

The bookstore (2.96) was a shade above the GVSC average. Student comments raised a long standing question of whether it is ethical for a college to make a "profit" from books it requires, with a low resale value at a later date.

12. Lay Care

The day care center had only six respondents, all of whom reacted favorably. This could be a very good program if it can sustain its present quality with an expanding base.

13. Counseling Center

The counseling center was one of the places where the contact groups had a slight difference in opinion. The students who have been here approximately two years gave a 2.9 rating (average) to the center, while the "four year" students rated it at 2.4, a rating that is well below the mean. The high contact group had a much higher rate of response, 54% to 38%, but it is evident that there is much confusion as to what the function of the office is to be, as reflected by student comments. Clarification between the various counseling services appears to be needed as students have repeatedly confused Academic Advising, Career Counseling, the Counseling Center, and, to some extent, Orientation.

14. Housing

The housing system is below average in the graduates opinion (2.5) with most of the criticism centering on the amount of noise in the dorms.

15. Records

The records office is one of the areas that drew many students' comments, many critical. While the food service got low ratings, it appears that the records office caused a lot more anger. Every respondent had some contact with the office and of the twenty-four who commented, only one was favorable. The mean was below average (2.7), with 38.7% dissatisfied. Besides records being fouled up, the most frequent comment was that the staff was discourteous, with 11 of the graduates making direct comment upon the attitude of the help. This is the only service area where this problem is mentioned.

16. Orientation

This area was rated slightly below average at 2.7, but it is hard to determine where the problems of the orientation process arise, because students are reacting to several different programs over a number of years. Much of the commentary is contradictory.

17. Registration

The registration process is the most confusing to analyse. It rated 2.8, which is about average, and the comments seem to conflict with each other. The conflict may have resulted from the fact that the registration process changed from term to term. Some comments indicated recent improvement.

18. Student Activities

Student activities, as might be expected in a commuter college, did not seem to generate much interest one way or another. The two extreme ratings (excellent and poor) were chosen by 18.5% of those who had contact with any activity--the lowest % of extreme ratings of any program.

19. Campus Police

The campus police did well in the survey with an 82.4%, of those who had

contact with the police, reacting positively. The comments reflect appreciation for the helpfulness of the campus police.

Student Comments

Student comments vary quite a bit, from one that wants the ducks brought back to Zumberge pond, to comments about the heat in the library. There were three graduates who commented on the general excellence of GVSC, and two others want Grand Valley to expand. Thirteen respondents (11%) feel that GVSC has been changed from a small to a large institution, and they felt that the quality of the Colleges is suffering. They felt that the Administration should seriously consider stopping any further growth. Since this question came up independently, it is hard to make any conclusions in this area. Please see the attachments for all of the comments which were made.

Summary

The spring 1974 graduates were asked to rate the programs and services they had encountered at Grand Valley on a brief, 19 item, questionnaire. In addition to rating each service, they were asked to comment on each freely. They did, and the detail of each comment appears in the attachments of this report.

Students were categorized into two groups, high and low contact, on the basis of the number of credits earned at GVSC. The results were analyzed both separately and with these groups combined.

On the whole, GVSC services were highly rated. On a four point scale the mean for all services combined was 2.77. The eight services above this mean were instruction, library, campus police, health services, financial aids, day care, campus ministry and veteran's affairs. The area with the lowest group mean was food service.

We found that there was a difference in the way students responded depending on their length of matriculation at GVSC. All of the low contact students were transfer students, presumably with experience at other institutions, from which they then judged GVSC. These students tended to rate Grand Valley services higher. In fact, there was a statistically significant difference between the high and low contact groups on the individual services of health service, records and student activities, and for the combined rating of all services.

Finally, each service is briefly reviewed on the basis of the information obtained. This section gives some insight into the problems students have been having in specific areas.

ATTACHMENTS:

- 1) Questionnaire
- 2) Cover Letter
- 3) Student Comments
- 4) Comments from Unit Heads
- 5) Matrix of Mean Differences

	Excellent - no Reservations About	Good - a few Reservations About	Fair - several Reservations About	Poor - many Reservations About	No Contact
1. ACADEMIC ADVISING Comments and/or suggestions:	_____	_____	_____	_____	_____
2. INSTRUCTION Comments and/or suggestions:	_____	_____	_____	_____	_____
3. CAMPUS MINISTRY Comments and/or suggestions:	_____	_____	_____	_____	_____
4. VETERAN'S AFFAIRS Comments and/or suggestions:	_____	_____	_____	_____	_____
5. CAREER COUNSELING Comments and/or suggestions:	_____	_____	_____	_____	_____
6. FOOD SERVICE Comments and/or suggestions:	_____	_____	_____	_____	_____
7. FINANCIAL AID Comments and/or suggestions:	_____	_____	_____	_____	_____
8. HEALTH SERVICE Comments and/or suggestions:	_____	_____	_____	_____	_____
9. PLACEMENT Comments and/or suggestions:	_____	_____	_____	_____	_____
10. LIBRARY Comments and/or suggestions:	_____	_____	_____	_____	_____
11. BOOKSTORE Comments and/or suggestions:	_____	_____	_____	_____	_____
12. DAY CARE CENTER Comments and/or suggestions:	_____	_____	_____	_____	_____
13. COUNSELING CENTER Comments and/or suggestions:	_____	_____	_____	_____	_____
14. HOUSING Comments and/or suggestions:	_____	_____	_____	_____	_____
15. RECORDS OFFICE Comments and/or suggestions:	_____	_____	_____	_____	_____
16. ORIENTATION Comments and/or suggestions:	_____	_____	_____	_____	_____
17. REGISTRATION PROCESS (course selection/tuition payment) Comments and/or suggestions:	_____	_____	_____	_____	_____

	Excellent - no Reservations About	Good - a few Reservations About	Fair - several Reservations About	Poor - many Reservations About	No Contact
18. STUDENT ACTIVITIES Comments and/or suggestions:	_____	_____	_____	_____	_____
19. CAMPUS POLICE Comments and/or suggestions:	_____	_____	_____	_____	_____
20. Please feel free to include any additional comments and/or suggestions relevant to your education at Grand Valley State Colleges:					

Please return by August 1, 1974. Your participation is greatly appreciated.

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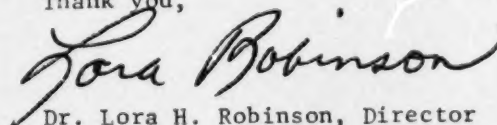
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College Landing
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Dear GVSC Graduate:

Enclosed are several important items. The diploma insert lists the graduation information per the card you submitted to us. The transcript is an official copy of your academic record at Grand Valley State Colleges. Please check both items to insure that they are correct. If you have any questions, contact Mrs. Gould - Records Office, 895-6611, extension 328.

The second purpose of this letter is to ask for your assistance. As a graduate, we view your impressions of your experiences at Grand Valley as very important. Please take about five minutes of your time to evaluate your alma mater. Your input will help us to better serve the needs of future students. The questionnaire is on the following page. Simply check the items which apply to you, fold, staple and drop into the mail. We hope you will do it in the next couple of days. Responses returned after August 1 will probably not be counted for reporting purposes.

Thank you,

A handwritten signature in cursive script that reads "Lora Robinson".

Dr. Lora H. Robinson, Director
Office of Institutional Research

LHR:pbb

Enc.

1. Academic Advising

Limited, difficult to contact WJC professors.

Advisors weren't sure of requirements.

Faculty should not advise student since there are too many students per instructor and too many changes in requirements in School of Business. Suggest a separate counseling and academic advising unit for College of Arts and Science.

Advisors are not aware of policies with ESI.

Listing of classes offered usually late.

Strongly suggest to incoming people to look at requirements in catalog for themselves.

I found it difficult to see my advisor due to the overload dropped on him by the CAS Deans office. It was an overload of Admin. work.

They aren't always around for advising. And some don't know how to advise. Very little help.

I got pushed toward grad school, and perhaps did several foolish things to resist.

My advisor was excellent.

Continuation of the CAS academic advising center is essential to advising improvement.

Quality varies with advisors.

Better advising needed for transfer students! Better and more able advisors! Advisors for minor subjects also.

Often was difficult to contact advisor even with an appointment.

For course selection many times the catalogues came out late and it was difficult to schedule a meeting with advisor to get registration slip signed.

He didn't seem interested or willing to help.

Advisors seldom know the rules -- student does most himself.

The individual (one to one) relation between instructor/advisors and students must be maintained.

Should be a volunteer, few really need an advisor to sign their class schedule and advise.

Good idea but many people really never get to know their advisors so the desired effect isn't reached.

My advisor was terrific. My academic advising at freshman orientation was a travesty. How about having some real live counseling and/or advisors on hand to help freshman rather than O.A.'s, who are biased, naive, etc, do the whole job. Early career or academic planning is a must!!

CAS Advising center only good source.

I had a really hard time finding anyone who knew what was going on. I had very little help planning my four years. This was about my biggest criticism with GVSC.

I was disappointed in the Academic Advising. My advisor left after two years and I had quite a few problems getting a new one. My Dept. (Bus) did nothing on their own.

Academic Advisor i.e. - Professor's very poor!

I mostly took care of myself - advisor not very up on requirements.

After reading the catalog, I knew what I needed, but many of my friends had a lot of trouble with their advisors.

Let me do my own choosing of classes, but a little help would be helpful.

My advisor couldn't be bothered to learn my name.

I almost couldn't graduate 'cuz of lack of advising, partly my fault.

Vastly improved when student advisors in Commons were used.

I feel the Student Academic Advising Center is a very good idea.

My first assigned advisor went on leave the term after I got him and didn't return, there was confusion about who would advise me.

2. Instruction

I felt professors at GVSC had much more concern for the students, perhaps because there's no "publish or perish" attitude at Grand Valley. Classes are not so large that discussion is difficult, even in lecture classes the number was still small enough for discussions.

The only department that definitely needs examination is the Education Dept. -- courses and staff and requirements.

Depends upon instructor..

I have been especially impressed with the instruction staff.

It ranges from excellent teachers to poor teachers -- that I have had.

Lots of profs who will be much more than profs to you. They are tremendously dedicated. Others don't teach anything. Usually by students' choice. That doesn't make it any better.

I enjoyed the ESI program, but I feel that more should be required of teachers. Psychology, teaching theory, or in school work. I also believe all math theory courses should be dropped and the books burned.

Usually very good except in CAS.

Overall excellent but there were a few exceptions such as 1) the instructor not being prepared for class and reading verbatim from text; 2) Giving new information 5 mins. prior to testing situation and weighing 10 to 15 per cent of the test on this new information; 3) Too many students in too small a classroom at night generally causing instruction problems.

Generally very good.

I felt like Grand Valley had an excellent educational program with good facilities to go along. I also feel that the professors need to show a more concerned attitude toward blacks.

Hire professors for teaching ability, not on accomplishments.

The quality of teaching which with a few exceptions, Drs. _____, _____, _____, and _____, was poor. Certainly these men are knowledgeable in their field, yet it is a fact that they do not and cannot teach others.

Within my major, Biology, instruction was excellent. Instruction in distribution was ok.

Only a few courses were a waste of time, but in general an exceptional staff. Except in the math Dept. (It is thin in quality.)

Professor-student relationships are generally a lot better than at other schools. I feel you can get a quality education at modest prices. But in S.H.S. they try to cram too much material in too short of a time.

My only suggestion to improve CAS would be to concentrate more in the Science Dept. The quality of the instruction deteriorated through the last three years I spent at GVSC. I felt that there was too much pressure on the faculty to establish a reputation of sorts than pressure for them to excel in the classroom.

Some instructors seem more concerned with themselves and not the students.

GVSC has become too politically oriented and seems to have much less concern about the academics of the school and concern themselves too much with drawing more students instead of getting better professors.

Some classes need more tests or papers to provide a broad base for a grade than just a midterm and final.

Too often a part-time prof. was hired for a night class and was not fully prepared to teach. I would like to commend the profs in my major area, business, for making a sincere effort to know and help students even when very busy and often to openly solicit opinions from business students as to the direction a course or the entire program was to take.

2. Instruction (cont.)

I found it hard to get personal interviews and conferences with the professors or department heads and resorted to doing it by phone. Not enough flexibility in the English Department, as to course selection and courses of practical value relevant to elementary education.

The quality is dropping, GVSC needs more faculty and facilities for the fine arts. GVSC has allowed "bigness" to get in the way of quality education.

Some profs good, some worthless.

History excellent, Soc. fair.

Some good, some bad.

On the whole excellent.

The only regret I have is that the teacher evaluations and complaints about certain professors are ignored. When a majority, and I feel I'm not over generalizing, in a subject area try their hardest not to have to take certain bad profs then something should be done.

3. Campus Ministry

_____ 's the greatest.

Very helpful with getting our ministry started on campus.

They all try very hard to help you. Especially _____.

Give more money and publicity to them.

Only a little contact.

A personal dislike for their methods.

4. Veterans' Affairs

Glad to see it but difficult to organize with commuter style college. No time to get involved socially but good to have someone there when you have to check a problem, etc.

5. Career Counseling

What's that? Liked the Career Conference with local businessmen and firms involved. Should continue it on a yearly basis.
Comments for me were not realistic. Nor was any general interest felt.
Very little help.
Too much emphasis on planning for specific careers, especially in a tight job market.
Improving all the time. Gave me lots of help.
Need more of it.
If it exists, then let us know it!
Wasn't publicized enough.

6. Food Service

New Student Union, excellent, good prices! You should continue the service at the old Student Union (Mac-Manitou Hall area) because of CAS student needs. Time wise.
I wouldn't have objected to raising the price of the dorms a little to get better food.
Let me simply echo the groans you heard all year. Good luck with the new caterer.
I wish you'd cater yourself; _____ expressed my dislike of having part of my tuition go to pay ARA's (Saga's) investors.
Food not too good.
Food often too greasy.
Packaged sandwiches sometimes inedible due to dryness.
Commuter, but ARA food was tasteless and expensive.
Too costly, ala cart shouldn't be a profit making operation.
Food quality poor, prices too expensive for student income.
Too picky at the snack bars about little things such as glasses of water and extra crackers.
Very inefficient during busy periods -- flat tasting.
Not bad.
Did not like ARA food.
ARA was bad.
Can't cook; too expensive.
Food prices should be lower to fit student budgets.
Too expensive for quality received; Especially for commuters.
Was good first year but lost quality the second. Sounds better for next year.
Worst food ever, when ARA was in control.
It stinks!

7. Financial Aid

In comparison to GRJC, GV office requires more hassle.

Super!

I know of many students who get Fin Aid by lying on their forms. An audit program should be instituted and well-published. I have received Fin Aid all through my college and did so honestly -- those who come by it dishonestly peeve me!

Very limited availability other than job opportunities.

Work study program is excellent student opportunity both monetary and as a learning experience.

Discriminates against the lower middle income group.

Staff always seemed willing to help.

Only needed a loan once and they made it so hard, I just did without.

Say "thank you" to _____ for me.

It would help if more people that need it got it, instead of "distinguished" football players, etc.

Should be more emphasis on scholastic ability and less on income or need.

I feel that financial aid at GVSC is given either to minority groups or young married students. The students in a middle income brackets just have to either drop out of school to earn enough money for the next term, or not eat. As for me, I received \$100.00 honor scholarship per year. The rest I had to work for - at least 25 hours per week plus full time classes. The reason, I was told, was because of my parents income even though I paid my own tuition and living expenses. At the same time, many of my friends went to school with full tuition paid. What I mean in essence is that scholarships are not granted through scholarship, but by color or parent income.

Need new evaluation system.

Wasn't happy since require parent's statement and then receive 0 money 'cuz father earns too much. What if you get 0 from them anyway?

I felt I should have received some aid but did not.

Considering how understaffed they are -- fantastic! (I know--I worked there)

8. Health Service

Good range of services.

You don't always get to see the doctor?

I only used it to get a T.B. test for teaching.

Excellent advising, somewhat limited access.

Very helpful, but shouldn't be so tight with giving medications when need it, some people in college can't afford all the prescription.

Sometimes a little slow and not always helpful.

Excellent care.

Good service. They really try hard to help you.

Used once.

It's good -- if you're sick between 9:00 and 5:00 on weekdays and doctor is in, but what about all summer, after 5 and weekends?

Always very helpful.

Have the doctor there during summer, too!

Management is poor when they tell you to come in and then say there is no time to see you.

Get a good doctor that can handle anything instead of that quack who gives out placebos.

Doctor unavailable, unwilling to administer aid.

Dr. needs to brush up on his technique and be more careful with really serious cases which he just pushed aside!

Need more services and weekend hours.

9. Placement

Forms used to detail personal history, etc, are too long and difficult to type on.
Suggest change to (1) one 8 1/2 x 11 sheet front and back plus a transcript of courses and grades.

The placement office appeared to be little concerned with aiding students and most concerned with their every-day clerical problems. Most disturbing is their policy of withholding a student's records from his examination! I wonder if this is legal. I feel the need for a secret file on students is the worst breach of the first amnd. by a so called liberal college.

Had little or no information for anthropologists.

I think a person should be able to see what their references say about you.

I found my own job though they sent out my recommendations promptly.

Uninformed as to availability.

Most done through "form filling" instead of personal contact.

Need more opportunities for interviews.

Not all it says is true. Seems only interested in a few students.

Placement is a large disappointment. Unless the student is outstanding, little effort is made to place the average student. Also, _____ is not my idea of a person that should be in charge of placing business students!

Placement system is lousy-- at least so far as their current muddled system of collecting information is concerned.

Appreciate free placement service but do think files should be open to the applicant (it is the law, you know).

What?!!

No help in locating graduate programs.

Very helpful!

Only help I got were the bulletins.

They really try hard to help you.

Tired of filling out forms.

It's too bad placement office can't make things a little clearer and easier -- many people don't bother with them because it's such a pain to fill out their forms the way they want them done and to get them correct -- If they could tell you when you turn them in if they're correct and complete rather than months later after you asked them to send your credentials out several times -- it would be a big help.

Why placement bulletins with PhD or Master's required jobs?

Some people better get together and decide how they want things done.

Should send all letters of recommendation on file when requested.

They try hard, but . . . They don't do much good!

10. Library

Elevators are slow and have to wait a long time for them. It's beautiful.
Poorly stocked, missing many excellent books in anthropology. Books were easy to rip off.
Many books stolen and missing.
There is a need for more business information, especially with the new graduate school of business. Business source information in general lacking in the total county, although Grand Rapids public is the best source.
Would like to see other than just academic material.
Help always available.
Surprisingly adequate. Got interested in libraries again.
Need more books! Turn down the air conditioner!
Not enough sources.
Very helpful personnel.
Much too noisy on many occasions.
The library should allow books to be out for an entire 2 weeks not 13 days. This (13 days) creates a great inconvenience for seniors student teaching.
Should be better security. I myself have taken books out without checking out.
Needs more periodicals.
Library security system is poor. Many of the journals and magazines are missing, probably stolen. Bound issues would help this.
Too much noise.
Could have more journals -- magazines.
Need more books and periodicals on a variety of subjects. Back periodicals should be bound.
If you put books in the drop by Manitou, they lose them. Charge you for them and 3 months later you find the book on the shelf and have to go through hell to get your money back.

11. Bookstore

Often ran short on books, supplies.
Like food service, shouldn't be a profit making enterprise.
A ripoff.
Too small, ordering books almost impossible.
I wish the bookstore would have had more graduation announcements. The person ahead of me took 25 announcements. I only got 6. Later, when I went back for more -- there was none left. My girlfriend didn't get any.
They sort of rip you off on the amount of money you get back on used books.
Ran out of announcements.
A big ripoff.
Prices could be lower. Ripoff prices uncalled for.
Getting better!
Get rid of _____.
Prices too high.
Unreasonably high prices on required texts -- can be obtained cheaper elsewhere.
Exorbitant prices.
No pleasure books - very little choice - not really a bookstore.
I liked the bookstore, but it was often expensive or out of or didn't carry what I needed.
Prices steep.

12. Day Care Center

no comments

13. Counseling

They are no help at all. Just refer you to books.
Helpful.

The info offered was often cantradicting and always confusing.

If you have a sexual hang-up or a drug problem, it can be handled and should, but if you want to know how's the quickest way out of college (course requirements, number of hours, waivers, etc.) forget it. The faculty can't really help you either with their time limitation. In my opinion they shouldn't be required to conduct academic counseling.

_____ is a great person, everyone helpful.

They aren't good at counseling at all! Need counselor who can understand the requirements of subjects.

Currently they don't seem to be allowed to counsel. Need a woman counselor. I didn't know about it.

Too removed from the average student.

My experience with the counseling office left much to be desired. There appeared to be a lack of knowledge on many matters.

14. Housing

A ripoff. But a fascinating experience. A ripoff since fellow dorm students rip you off. (My parties weren't always theirs.)

I feel the dorms were very poorly run. I would have liked to study in the dorms but the constant noise made this impossible. I feel the dorms should be designated as noisy, moderate, and quiet and then ENFORCED. Give the students a choice of how much noise and parties they want to have and then let them select the kind of dorm they want. And then get someone with enough guts to run them that way.

Ravine Apt. 4-person apts are extremely small for 4 people. Almost impossible to put 4 people in one without resulting in extreme conflict.

Poor management of Ravine Apts.

Need more parking spaces by Apt. Shouldn't charge for parking there!

Dorms need to be quieter and their quiet hours enforced.

Crowded, expensive, restricted.

Need upperclass dorm... Ravine Apts. outlandishly expensive.

Too expensive.

Too liberal, wishy washy.

15. Records Office

Good advisory system, but several computer mix-ups.

A little slow on the uptake sometimes.

No problems here; a friend once had a problem getting a message straight.

Generally they do a good job, but people, paper, and grades do get lost.

I was especially impressed with the records office -- their efficient handling of my transcripts.

The records office is inept! They made numerous errors in reporting my grades.

When I went to correct these errors I got the run around. One month after graduation and my records are still incorrect.

Many inaccuracies.

Deadline dates should be more widely publicized.

Took them a month to process my transfer transcript, and delayed my graduation.

Even GRJC allows 2 free transcripts.

Nasty help.

Has goofed up my records at least 3 times.

I think dept. honors should be recorded on final transcript. It validates the honors for employment uses.

My biggest headache was with the records office. It took them a month to process my transcript which was transferred from another college. Everytime I came in to make sure things were straightened they told me it would be ok and then a week later I'd get a letter saying it wasn't. I'd call to see what was wrong and they'd check and "oh--sorry, it just hasn't been processed yet. This happened 4 times. The people working there were crabby and always acted like it was a big chore to check and see that my records had been straightened out. It was a bad experience going through four years of college and then 4 weeks before graduation have the records office notify you that according to their records I don't meet requirements for graduation and then have it turn out to be their mistake!

Some unfriendly people.

The records office sent out quite a few letters informing students that they were short credits or had wrong ones. This was done in May. It is my opinion that if a student will not graduate due to the above, he should be informed at least a term in advance.

I was very disappointed in Records Office impersonalization.

You've got girls working there that think it's too much to help people!

It would be helpful if records office would inform students especially Juniors and Seniors of up to date requirements that need fulfilling prior to 3 weeks before graduation, when it's too late.

Everytime you need something from them they act as if they had to break their back to help you! Attitude, time and operation is poor!!

Many friends have had problems, but I had little trouble.

The records office is terrible! They "screw-up" grades, transcripts and are totally discourteous! The people that work there have a terrible attitude. You get the impression that you are supposed to serve them rather than that office offering an important and valuable service to the college community as a whole!

Too many nasty people.

A friend -- an "A" student -- had to leave GV because they lost his records!

16. Orientation

\$1.25 charge was supposed to be for refreshments, the letter said. There were none, nor anything possibly costing \$1.25. I'm still confused. Personally, was non-crucial, painless.

Poor for transfer students -- transfer students need advisors when they first come in, not one term later.

Almost a waste of time for transfer students. How many transfer students don't know how to set up a class schedule?

Useless for transferees from Grand Rapids J.C.

I was sold by a GVSC recruiter to come to GVSC but during orientation there was no one around to sell me the student intern program. Suggest you have a person from each College knowledgeable of all programs meet with orientation groups to answer questions and send the new student in the right direction. Let the student know what events are happening on campus and give them time to attend. Give them a feel of the people and what's going on, not just a building touring.

Better orientation program for transfer student, also better counseling.

I had a teacher counsel me at orientation and she didn't know what she was talking about.

Transfer students need a much better one that I had. Just registering does nothing to help adjust for GVSC.

Lousy.

Much sexist isolation.

1 day orientation for late registration was rather hectic.

4 years ago it was great. It's gone downhill.

4 years ago it was alright.

17. Registration

I liked very much the way it was handled for fall and spring of 1973.

Often too slow, must wait long periods of time -- don't like to pay so far in advance of next term.

If it could be arranged have registration (early) after the first day of the month so the veteran will have his check and be able to complete registration.

Much better now than it was last year.

Worked over in Huron compared to hour lines in Campus Center.

Often confusing.

Painless.

This last time was the best of all times. Everything was in that one big room, and ID validation, etc. could all be handled at once.

I had to go home sick the day before registration for spring term -- they wouldn't allow me to register then or roommate to register for me due to the fact I was receiving financial aid.

Too much nonsense to take classes in TJC or WJC.

Much better after Winter term 1974, before stood in line too long.

For winter term, it was bad, but it got better.

More tables needed at beginning to check name on lists.

Getting much better.

The same classes should be offered at different times during the day and get rid of junk courses that just fill up the schedule.

Much better the new way!

A good system was being developed (unique to GVSC). However, it was replaced with the archaic madness used at other colleges in 1973 -- the new system STINKS!!

Vastly improved now.

17. Registration (cont.)

For cancelled courses or courses which you drop before 1st day of class should get full refund and for those dropped due to no prerequisite listings 'til later!
It's okay now but it used to be a drag.
Good the last way.
The old method was far superior to the new time saving one (ha ha).
Getting better.
Print schedules sooner and print enough of them!!!!
The last two times were better!
Too much standing in line waiting! Pre-registration is most efficient.
Fine except for winter 1974.
Compared to other colleges -- super. But people still end up with classes they don't need, etc.

18. Student Activities

There's always room for improvement.
GET RID OF THE STUDENT TAXES. Deny students the authority to spend each other's money for social activities. Charge according to use. That's what good ol' TJ said (of TJC fame).
Would have liked to see R. Nader, but will not pay general admission rate. Not enough students tickets or room. Many students were disappointed, some down right mad.
Unpublicized, often trivial.
Need more student involvement. Too concerned with special groups.
Why pay 4 or 5 dollars to sit on the floor and gag on cigarettes and pot smoke.
Fire _____, use activity money for the students best interest. Consult them first.
It's getting better. Still need more!
Good concerts. Needs better publicity.
No intellectual stimulation. Students should be introduced to music other than ROCK.
They can get that at home.
Paid a lot via tuition -- received little in return.

19. Campus Police

Very helpful, understanding.
What about the marijuana raids at the apartments?
Parking ticket fines are too high. Restricted parking areas are ill defined with sign 10 feet up the light pole not in the vision of most 5'8" person.
When we couldn't get ambulance service, campus police were there right away to take me to the hospital.
I liked them (most of the time).
Appreciated 1st aid training; parking ticketing too messed up.
They are all right if they mind their own business.
Helpful and understanding.
They were fantastic when _____ was still here!
Need better surveillance in restricted parking areas. Ticket payment enforced!
Were very helpful when I lost my glasses. Good guys not pigs.
Unwilling to lend aid.

Comments by Unit Heads

We shared the results of this survey with the respective offices affected before this overall report was compiled. Several reacted and those that did were offered the opportunity to include any comments or reactions they wished. Only one person responded, and her comments follow.

BOOKSTORE

I would like to take this opportunity to make some remarks about the comments dealing with the Bookstore on the survey you conducted.

The comment "Often ran short of books and supplies," or "out of, or didn't carry what I needed": This has been a very difficult year to get merchandise. We take frequent inventories and do perhaps order a bit close on some items. I try to keep the inventory as low as possible, but try not to run out of things. Paper was exceptionally hard to get and when a professor fails to let us know that an item will be used for a class, we do run out, but try to make it available as quickly as possible. We have managed to stay on top of books ordered for classes, and use pre-registration figures to increase book orders for classes. Professors are asked to let us know when they open a class to more students, but often fail to do so. The paper shortage has made out-of-stock conditions difficult for some publishers to supply more books.

The "rip-off" and "high prices": It has been Grand Valley's policy to sell books at the publisher's list price, which we do. Two college bookstores in our area do sell textbooks at a discount. These bookstores are at Calvin College and Ferris State College. If the students can find books required at Grand Valley at either Calvin or Ferris they can buy them at a lower price. Textbooks are sold at a 20 percent mark-up which is standard procedure among college bookstores. Our operating expenses are between 25 and 26 percent so we are not making a profit on textbook sales.

School supplies, gift items, soft good and art supplies are sold at a 40 percent mark-up. This, too, is a fairly standard procedure. Some colleges sell gift items at a 50 percent mark-up (which is what gift stores and department stores use for their mark-up).

The comment "profit making enterprise" is not true. The Bookstore pays rent to the college (\$39,000 for 1974-75) to help pay for the Campus Center. If we lowered prices the students would have to pay a much higher activity fee to pay for the Campus Center. For the year 1973-74, with gross sales of \$543,000, the Bookstore saw an income of \$5,000. This money is used to increase the store's inventory. The trade book department (non-textbooks) has doubled its number of titles (from 3,000 to 6,000); and money is necessary to do this.

The comment that there are "no pleasure books - very little choice - not really a bookstore" is answered in the preceding paragraph. There is no person presently employed in the store that is able to handle the trade section. I do the ordering and have students stocking it, which is not the best arrangement. A trade book section of 6,000 titles requires 40-65 hours of work a week and it is quite difficult for me to spend this much time to keep the trade section stocked and run like it should be. However, I am working on it and hope it will improve.

Regarding commencement announcements, this is the first year we ran out. In June of 1973 we had the largest overstock we have ever had and I did cut the order very close in 1974. I find it hard to believe that students buy 25 or 35 announcements but they do and I hope that we will never run out again. It is very embarrassing.

I'm not sure what the comment means about the Bookstore "being too small, ordering books almost impossible." We have on one or two occasions been unable to obtain a book for a customer, simply because a publisher refuses to mail out one title and it is not available at a large book distributor. We have ordered books for customers from overseas and have had no problems. We are not set up to order rare, antiquarian, or out-of-print titles, and to my knowledge have had no requests for these books.

"Used textbooks' return dollar too low": A textbook that is being used a following term on our campus we give the student half of the current list price. In return we sell the book at a 25 percent mark-up. Textbooks that we are not using again (or that we do not have orders for at the time of the Book Buy Back) are bought by a used textbook company (Follett Co.). Follett's set the prices according to the market they have for a particular title. I might note that Grand Valley uses a lot of trade books, especially in TJC and WJC, and these books are not used on other college campuses and do not have any resale value.

The procedure followed by most bookstores for used books that will be used at the college again is to give the student 50 percent of the current list price and then mark the book up 25 percent. Used books are a real savings to students if a text is used for more than one term. For example, a book that we sell new for \$10.00 is bought back for \$5.00. We in turn resell the book for \$7.50. When the student sells the book back to us we give him \$5.00 (one-half of the current list price for the book) so it costs the student \$2.50 to use the book for a term. Unfortunately, there are never enough used books available. Perhaps Grand Valley should suggest to the faculty that a book be used for four or eight terms instead of changing titles as frequently as some faculty do.

Paperback books used for classes usually do not hold up well enough for us to buy them and resell them. Most students prefer to purchase a new book.

I hope my remarks have shed some light on the comments raised. Students must be made aware of our policies and the reasons we do things the way we do. It is my hope that through articles in the *Lantern* this coming year students will know the purpose of the bookstore and our policies.

I appreciate the survey and seeing the results. If I can be of further assistance, please let me know.

Matrix of Total Group Mean Differences

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
X	Y	Y	N	N	Y	Y	Y	N	Y	Y	Y	N	N	N	N	N	N	Y	N	1 Academic Advising
	X	N	N	Y	Y	N	N	Y	N	N	Y	Y	Y	Y	N	N	Y	N	Y	2 Instruction
		X	N	Y	Y	N	N	Y	N	Y	N	Y	Y	Y	Y	Y	Y	N	Y	3 Campus Ministry
			X	Y	Y	N	N	Y	N	N	N	N	Y	N	N	N	N	N	N	4 Veteran's Affairs
				X	N	Y	Y	N	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	5 Career Counseling
					X	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	6 Food Service
						X	N	Y	N	N	Y	Y	Y	Y	N	N	N	N	Y	7 Financial Aid
							X	Y	N	N	Y	Y	Y	Y	Y	Y	Y	N	Y	8 Health Service
								X	Y	Y	Y	N	N	N	N	N	N	Y	N	9 Placement
									X	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	10 Library
										X	N	Y	Y	Y	N	N	Y	N	Y	11 Bookstore
											X	Y	Y	Y	Y	Y	Y	Y	Y	12 Day Care Center
												X	N	N	N	N	N	N	N	13 Counseling Center
													X	N	N	N	N	Y	Y	14 Housing
														X	N	N	N	Y	N	15 Records
															X	N	N	N	N	16 Orientation
																X	N	N	N	17 Registration
																	X	Y	N	18 Student Activities
																		X	N	19 Campus Police
																			X	20 Total

Y = Yes

N = No

We can say with 95% confidence the following:

Above Average

Instruction
 Campus Ministry
 Financial Aid
 Health Service
 Library
 Bookstore
 Day Care Center

Below Average

Career Counseling
 Food Service
 Housing